



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

652 N Tyler Ave, Nogales, AZ 85621

Nogales Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing Plus  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Anna Rosas  
Schedule : 07:00 AM to 04:00 PM  
Grades : K-5  
Web Address : [www.nusd.k12.az.us](http://www.nusd.k12.az.us)  
Phone Number : (520) 287-0870  
Fax Number : (520) 287-0875  
E-mail : [arosas@nusd.k12.az.us](mailto:arosas@nusd.k12.az.us)

### Mission

The mission of Lincoln School is to ensure that all students be safe, self-confident, and educated; that they be understanding, culturally aware, and superior thinkers who are able to meet the challenges of life and always be successful.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will achieve high academic standards in reading predicated on their individual strengths and needs. All students shall achieve one year growth to be indicated by their TerraNova stanine and/or AIMS-DPA.
- ü Students will achieve high academic standards in math predicated on their individual strengths and needs. All students shall achieve one year growth to be indicated by their TerraNova stanine and/or AIMS-DPA.
- ü Students will achieve high academic standards in writing predicated on their individual strengths and needs. All students shall achieve one year growth to be indicated by their quarterly writing samples.

### Enrollment

October 1, 2005 School Year Student Enrollment : 385  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 20

## Instructional Programs

- Ü Structured English Immersion
- Ü Full-Day Kindergarten
- Ü Gifted/Challenge Program
- Ü Special Education Resource
- Ü After School Tutoring
- Ü Reading Specialist Intervention

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

Lincoln School has a structured learning atmosphere focusing on high academic achievement supported by quality music and physical education; its classrooms are rich in technology. Students learn appropriate school behaviors and positive discipline. Its staff has a strong commitment to continuous professional growth. The school has an 'open door' policy encouraging parents to visit and participate in school activities.

### Parents

Parents will help child to attend school and be on time; support the school in its efforts to provide a safe environment; communicate and work with teachers and school staff to support and challenge the child.

## Transportation Policy

Buses are provided for all students who live one mile or more from the school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	449	80010	97	100	99	475	455	447	4	7	10	6	15	18	58	59	53	31	19	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	221	38935	98	100	99	478	453	447	3	5	9	8	18	19	62	62	55	28	15	17
Male	28	228	40974	97	100	98	472	457	448	7	8	11	4	13	18	54	57	52	36	22	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	65	441	34545	97	100	99	477	455	432	5	7	14	5	15	24	58	59	53	32	19	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	NC	35	10161	NC	95	93	NC	427	419	NC	29	28	NC	17	28	NC	43	36	NC	11	8
Students without Disabilities	64	414	69849	100	100	100	476	457	451	5	5	7	6	15	17	56	60	56	33	20	19
Limited English Proficient Students	45	318	14013	98	99	97	461	444	413	7	8	24	9	19	34	62	62	39	22	11	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	56	364	39029	97	99	98	472	451	432	5	8	14	4	15	25	64	62	52	27	15	9
Non-Economically Disadvantaged	11	85	40981	100	100	100	489	472	462	NA	1	6	18	16	13	27	46	54	55	36	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	445	79438	97	99	98	467	456	451	6	6	9	9	23	24	73	61	56	12	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	220	38775	98	99	99	475	460	457	3	4	7	8	23	22	72	60	58	18	13	13
Male	28	225	40560	97	99	97	456	452	446	11	8	12	11	24	25	75	62	54	4	7	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	65	438	34297	97	99	98	467	456	434	6	6	14	9	24	31	72	61	50	12	10	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	NC	32	9588	NC	86	88	NC	420	416	NC	25	30	NC	34	32	NC	38	34	NC	3	5
Students without Disabilities	64	413	69850	100	100	100	468	459	456	6	4	7	8	22	23	73	63	59	13	10	12
Limited English Proficient Students	45	317	13856	98	99	96	456	444	407	9	7	27	13	30	43	71	59	29	7	4	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	56	361	38685	97	98	97	466	453	435	7	6	14	7	24	32	75	61	50	11	8	5
Non-Economically Disadvantaged	11	84	40753	100	100	99	475	468	467	NA	5	5	18	18	16	64	61	62	18	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	450	79971	97	100	99	425	443	423	4	3	8	42	27	41	52	68	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	221	38974	98	100	99	438	453	437	3	1	5	33	20	33	62	75	57	3	4	4
Male	28	229	40895	97	100	98	406	432	410	7	4	10	54	34	47	39	61	41	NA	0	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	65	442	34481	97	100	99	424	443	410	5	3	10	43	27	46	51	68	43	2	2	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	NC	36	10258	NC	97	94	NC	408	377	NC	11	23	NC	53	51	NC	36	25	NC	NA	1
Students without Disabilities	64	414	69713	100	100	100	425	445	429	5	2	5	41	25	39	53	71	52	2	2	3
Limited English Proficient Students	45	319	13985	98	100	97	416	437	382	7	3	18	42	32	54	49	64	27	2	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	56	365	38994	97	99	98	425	441	409	5	3	10	39	27	47	54	67	41	2	2	1
Non-Economically Disadvantaged	11	85	40977	100	100	100	421	450	437	NA	1	5	55	27	34	45	71	56	NA	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	478	80147	98	100	99	493	483	482	6	7	11	13	18	17	57	54	49	24	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	236	39281	100	100	99	487	484	483	4	6	9	19	19	17	58	54	50	19	20	24
Male	37	242	40780	97	100	98	497	482	482	8	7	12	8	18	17	57	53	48	27	22	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	63	470	33494	98	100	99	493	483	466	6	7	15	13	19	23	57	53	49	24	21	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	--	NC	36122	--	NC	99	--	NC	501	--	NC	5	--	NC	10	--	NC	50	--	NC	35
Students with Disabilities	NC	31	10295	NC	94	92	NC	439	443	NC	26	33	NC	35	26	NC	35	33	NC	3	8
Students without Disabilities	57	447	69852	100	100	100	497	486	488	5	6	7	11	17	16	58	55	51	26	22	26
Limited English Proficient Students	55	337	12722	98	99	97	483	470	441	7	9	27	15	23	33	60	57	37	18	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	61	403	38371	98	100	97	492	478	465	5	8	15	13	20	23	59	54	49	23	18	13
Non-Economically Disadvantaged	NC	75	41776	NC	100	100	NC	510	498	NC	1	6	NC	9	11	NC	51	49	NC	39	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	474	79686	98	99	98	466	462	470	10	11	11	24	28	24	62	55	57	5	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	235	39163	100	99	99	464	465	475	8	10	9	27	29	22	62	54	60	4	7	10
Male	37	239	40438	97	98	97	468	460	465	11	11	13	22	28	25	62	56	54	5	5	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	63	466	33299	98	99	98	466	463	452	10	10	17	24	29	32	62	55	47	5	6	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	--	NC	35914	--	NC	98	--	NC	489	--	NC	5	--	NC	15	--	NC	67	--	NC	14
Students with Disabilities	NC	27	9808	NC	82	87	NC	425	432	NC	41	35	NC	26	32	NC	33	30	NC	NA	3
Students without Disabilities	57	447	69878	100	100	100	471	464	475	5	9	8	25	28	23	65	57	61	5	6	9
Limited English Proficient Students	55	334	12594	98	98	96	456	448	422	11	13	34	27	36	45	62	50	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	61	399	38095	98	99	97	466	457	452	10	12	17	23	31	32	62	54	48	5	3	3
Non-Economically Disadvantaged	NC	75	41591	NC	100	99	NC	492	486	NC	4	6	NC	15	16	NC	60	65	NC	21	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	478	80372	98	100	99	484	483	475	NA	2	4	29	23	30	71	74	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	236	39452	100	100	99	489	484	488	NA	4	3	23	16	22	77	79	72	NA	1	3
Male	37	242	40836	97	100	98	481	481	464	NA	1	6	32	29	37	68	70	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	63	470	33608	98	100	99	484	483	462	NA	2	6	29	22	36	71	75	57	NA	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	--	NC	36213	--	NC	99	--	NC	489	--	NC	2	--	NC	22	--	NC	72	--	NC	3
Students with Disabilities	NC	32	10526	NC	97	94	NC	438	427	NC	6	15	NC	69	53	NC	22	31	NC	3	1
Students without Disabilities	57	446	69846	100	100	100	489	486	482	NA	2	3	25	20	26	75	78	69	NA	0	2
Limited English Proficient Students	55	337	12747	98	99	97	477	475	432	NA	3	12	33	26	52	67	71	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	61	403	38521	98	100	98	484	479	461	NA	2	6	28	24	38	72	73	55	NA	0	1
Non-Economically Disadvantaged	NC	75	41851	NC	100	100	NC	501	489	NC	1	3	NC	16	22	NC	81	72	NC	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	438	79306	100	99	99	497	515	504	4	6	13	26	14	20	60	59	49	10	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	242	38845	100	100	99	496	514	505	7	7	11	30	13	20	52	60	50	11	20	18
Male	23	196	40383	100	99	98	498	517	504	NA	6	14	22	14	19	70	59	47	9	21	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	49	433	32673	100	99	99	497	515	487	4	6	18	27	14	25	59	60	46	10	20	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	--	NC	36234	--	NC	99	--	NC	523	--	NC	6	--	NC	13	--	NC	52	--	NC	28
Students with Disabilities	NC	33	10286	NC	94	91	NC	447	462	NC	39	41	NC	39	27	NC	21	27	NC	NA	5
Students without Disabilities	49	405	69020	100	100	100	498	519	510	4	3	9	24	12	18	61	62	52	10	22	21
Limited English Proficient Students	32	200	10291	100	98	96	485	493	458	NA	10	38	38	24	34	56	58	26	6	9	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	47	368	37437	100	99	97	496	508	486	4	7	19	28	15	26	57	62	46	11	16	9
Non-Economically Disadvantaged	NC	70	41869	NC	100	100	NC	551	521	NC	1	7	NC	7	14	NC	44	51	NC	47	27

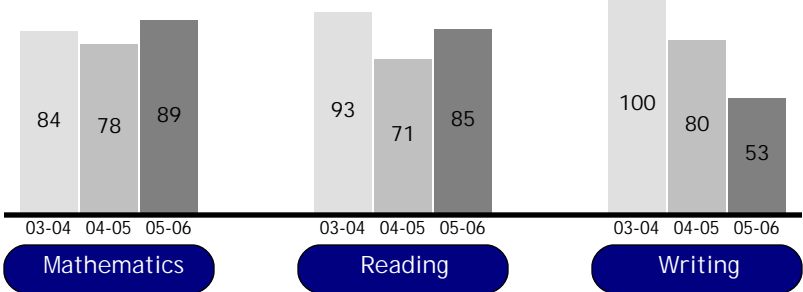
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	435	79000	100	99	98	480	488	489	6	6	10	38	26	24	52	63	58	4	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	239	38774	100	98	99	478	489	494	11	7	7	41	25	22	44	62	61	4	6	10
Male	23	196	40150	100	99	98	481	487	485	NA	6	12	35	26	25	61	65	55	4	4	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	49	430	32508	100	99	98	480	488	472	6	7	15	37	26	33	53	63	49	4	5	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	--	NC	36135	--	NC	98	--	NC	508	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	NC	30	9991	NC	86	88	NC	425	449	NC	43	33	NC	47	36	NC	10	29	NC	NA	2
Students without Disabilities	49	405	69009	100	100	100	480	492	495	6	4	6	37	24	22	53	67	62	4	5	10
Limited English Proficient Students	32	198	10199	100	97	95	464	464	439	6	12	35	56	42	47	38	46	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	47	366	37234	100	98	97	479	482	472	6	8	15	38	29	33	51	60	50	4	3	3
Non-Economically Disadvantaged	NC	69	41766	NC	100	99	NC	519	505	NC	NA	5	NC	7	16	NC	78	65	NC	14	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	440	79611	100	100	99	497	515	496	6	4	7	44	26	37	50	70	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	242	39016	100	100	99	508	522	511	4	3	4	41	21	29	56	76	66	NA	0	1
Male	23	198	40519	100	100	98	485	507	482	9	5	10	48	32	44	43	62	46	NA	1	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	49	435	32855	100	100	99	498	515	481	6	4	10	43	26	43	51	70	47	NA	0	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	--	NC	36380	--	NC	99	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1
Students with Disabilities	NC	35	10664	NC	100	94	NC	457	440	NC	14	23	NC	71	54	NC	14	22	NC	NA	1
Students without Disabilities	49	405	68947	100	100	100	497	519	504	6	3	4	43	22	34	51	74	61	NA	0	1
Limited English Proficient Students	32	202	10362	100	99	97	482	493	438	9	6	22	50	41	57	41	52	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	47	370	37626	100	99	98	495	510	479	6	4	10	47	29	45	47	67	45	NA	0	0
Non-Economically Disadvantaged	NC	70	41985	NC	100	100	NC	542	511	NC	1	4	NC	13	30	NC	84	65	NC	1	1

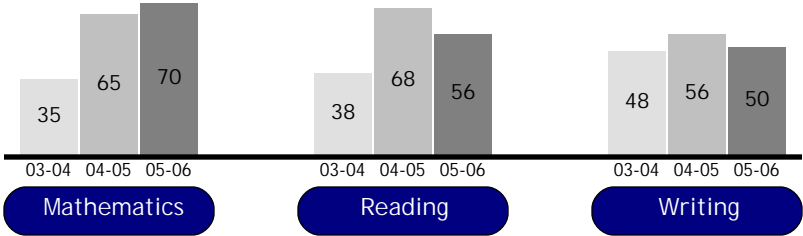
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	NA	NA	58	99	42	41	47	100	41	39	46
	Language	100	NA	46	50	99	63	49	47	100	65	54	48
	Mathematics	100	NA	64	64	99	54	47	50	100	54	50	52
3	Reading	100	51	NA	55	100	44	40	44	97	52	44	46
	Language	100	64	67	61	100	54	45	44	97	58	46	46
	Mathematics	100	65	67	61	100	60	49	51	97	65	54	52
4	Reading	100	38	NA	56	98	45	44	48	98	44	44	52
	Language	100	40	50	52	98	56	49	49	98	52	48	52
	Mathematics	100	49	61	61	98	67	56	53	98	59	56	58
5	Reading	100	40	NA	55	98	50	45	50	100	46	50	56
	Language	100	41	48	49	98	50	49	50	100	50	56	54
	Mathematics	100	56	60	63	98	42	49	49	100	46	54	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Lincoln Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 6 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü School Improvement
- Ü Extracurricular Activities
- Ü Curriculum Development

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	1.00	Teacher Aide	4.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	8	2	0	0
7 to 9 years	0	0	0	0
10 or more years	1	2	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	11
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	NC

## Resources Available at School Site

### Special Facilities

- Ü Language/Math Computer Lab
- Ü Library/Media Center
- Ü Classroom Computer Mini-labs and TV/VCR

### Extracurricular Activities

- Ü Student Council
- Ü Advanced P.E.
- Ü Junior Olympics
- Ü Orchestra
- Ü Chess Club
- Ü Band
- Ü Spirit Team
- Ü Chorus

### Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Parent Liaison

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- Ü Lincoln Elementary has adopted a Focused Language Program that emphasizes English in the areas of speaking, reading and writing.
- Ü Lincoln Elementary has completed rebuilding its' Intranet and Internet infrastructure. We are focused on integrating technology into our curriculum. Our computer-student ratio is less than 3:1. All computers are connected to the Internet via T-1.
- Ü Lincoln Elementary restructured its library/media services in the 2003-2004 school year. The library staff analyzed its collection, culled and replaced over 1400 titles and now provide nearly 2000 video titles on demand to the classroom.
- Ü Lincoln Elementary has enriched its curriculum offering by providing extensive instruction to the entire student body in library skills. The school has extended its offering in physical education by offering advanced courses in P.E.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Lincoln school staff maintains a safe environment conducive to positive learning by providing strict supervision. All students walk to activities using the 'River's Edge' procedure. There have been no incidents requiring intervention by law enforcement agencies.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Anna Rosas	(520) 287-0870
Transportation Policy	Ricardo de la Riva	(520) 287-0922
Community Resources	Annette Garcia	(520) 287-0870
School Nutrition Programs	James Tanner	(520) 377-9175
Parent Organization	Andrea Paredes	(520) 287-0870
Student Health/Nurse	Gloria Felix	(520) 287-0870

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.